Course Description and Objectives:

This course will examine how women, both Jewish and German, handled the hardships inflicted upon them by the rise of Nazism, during the Holocaust, and after the war ended. Due to their gender and their upbringing, Jewish women conceived of their primary role at this time as caretakers of their families. As Nazis' restrictions increased, they needed to find ways to find food for their families, education and activities for their children, and provide emotional support for their husbands. In a terrible irony, the Nazi mantra of kinder, küche, and kirche, which they tried to impose on all women, actually described in a sense what German Jewish women were doing out of necessity. During the Holocaust, Jewish women formed alliances and friendships to support each other, tried to gain control over their environment by cleaning, and generally viewed what happened to them as a group event. When the war ended, the fortunate survivors once again took on similar roles. They married, had children, worked outside their homes and tried to make new homes for their husbands and children. In a sense, their lives leading up to the Holocaust can be viewed as a triangle. Initially, they had many options open to them, but as time went on, their restrictions increased until the Nazis sent them to the camps. After the war, the opposite was true. From the narrow scope of their lives in the camps, they broadened out their lives to a semblance of what they had been prior to the war.
This course will examine the choices they made, how those choices affected them, why they made the decisions they did, and how their determination sustained them. This will be done through a combination of books, film, and art. Finally, we will explore the rationale behind their selections and how those differed from the ones that men made during the same period. We will also take time to examine the roles of Nazi women as well as the unique contribution of Jewish female scholarship to the world of modern Holocaust denial.

By the end of the semester, students will understand the role that gender played in determining women's behavior during the rise of the Third Reich and the Holocaust. Also, they will see how different Holocaust experiences produced a variety of responses among women, but were nevertheless different in varying degrees from those of men due to their gender.

This outcome will be met through the various books read in class, the online discussion board, Reflection Papers, midterm and final exams, as well as your paper on Denial.

This is a VERY reading heavy course! You will be provided with short weekly video or written lectures, but most of the content for this course is in the books. We will be reading THREE books together over the course of the summer semester.

This is an online UTEP course taught using Blackboard’s online learning platform. If you are having a problem accessing the course material, please let the instructor know!

Required Texts:

Marion Kaplan, *Between Dignity and Despair: Daily Life in Nazi Germany*

Wendy Lower, *Hitler's Furies: German Women in the Nazi Killing Fields*

Dalia Ofer, *Women in the Holocaust*

All books can be purchased on Amazon. E-books are acceptable as well.
Film: You will be required to watch *Denial*, which is available on Amazon Video.

**Assignments and Grade Distribution:**

40% Participation in weekly online forum Group Discussions and submission of weekly Reflection Papers (see below)

20% Course Paper on film *Denial*

40% Final Exam

**Important Dates:**

First discussion board posts will be required by Wednesdays at midnight and you need to respond to two peers by Friday evening. Reflection papers will be due on Sundays at midnight.

*Denial* Paper- Due February 29th 2020 at midnight

Final Exam- Will open Sunday March 1st and close on Wednesday March 4th at midnight.

**Course Paper:** Students will write an 8 to 10-page (double-spaced, Times New Roman, 12pt font) research paper on the film *Denial* (2016), which focuses on the work of Dr. Deborah Lipstadt in Holocaust denial. You will need to watch the film (available on Amazon video) and research the story behind it. In your paper, you will explain the story and then answer the meta question; what role did gender play in Dr. Lipstadt’s court case? What was Dr. Lipstadt’s connection to the Holocaust and how would that case have possibly been handled differently if she was a man? You will need to provide well researched proof texts to support your argument. **The paper will be due by midnight on February 29th, so please plan accordingly!**

Students are encouraged to use the text *The Craft of Research* (in the Library) for help in finding proper books and articles for research. **If you have a question as to the validity of a source, please ask the professor before including it. She will be happy to help you!** The paper must have proper citations and bibliography and utilize either the MLA, Chicago Manual Press Style, or APA methods for proper citation. Here is a great source for more information on all of those styles: [https://owl.english.purdue.edu/owl/resource/949/01/](https://owl.english.purdue.edu/owl/resource/949/01/)

**Wikipedia is not an academically credible or reliable source- EVER!**
**Participation in Weekly Group Discussions and Submission of Reflection Papers:**

**Final Examination:** The final exam will include 6 short answer questions, of which you will need to answer 5 for full credit and an essay. The Final Exam will be based on all of the material covered after the Midterm. The Final Exam will open on March 1st and close on March 4th at midnight.

**Note:** Late assignments and Exams will not be accepted. You will be dropped from the course if you have not handed in your week 1 assignments on time and have not communicated with this instructor by February 15th.

**Plagiarism**

Students are required to read and show familiarity with the following documents which are available in the Blackboard course content: "Avoiding Plagiarism" and "Deterring Academic Dishonesty." Plagiarism is a serious breach of the academic code at UTEP. If you plagiarize in your written work (exams or written assignments), you will be immediately reported to the Office of Student Conduct for investigation and you will fail the given assignment on which you plagiarized. Most professors now use highly accurate software to detect plagiarism in their student's written work. If you plagiarize, you are very likely to get caught and, as a result, suffer the academic consequences (assignment failure, possibly fail the course, be subjected to an academic investigation that may result in your dismissal from the university). The plagiarism assignment is due the Wednesday after of the first week of class BEFORE 11:59PM.

**Course Outline:**

The following schedule/outline is tentative. Time constraints, unforeseen events, and class interest may result in slight alterations. All assignments are usually due on the Friday of each week before 11:59 PM.

**Note:** Please check your email daily as the instructor sends out frequent updates and reminders!
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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</table>
| Week 1: January 22 | How do we study the Holocaust? Introduction to the Holocaust          | *Between Dignity and Despair*; introduction and chapters 1, 2, and 3     | 1) Plagiarism assignment  
2) Group Discussion board |
| Week 2: January 27th | Understanding Nazi oppression  
Labor Camps, Resistance, and Gender | *Between Dignity and Despair*; chapters 4, 5, and 6  
*Between Dignity and Despair*; chapters 7, 8, and conclusion | Group Discussion board  
3) 500-word Reflection Paper #1. |
| Week 3: February 3rd | Introduction to Nazi Women, Gender in the 3rd Reich  
Why? Why? Why? | *Hitler's Furies*; Introduction, chapters 1, 2, 3  
*Hitler's Furies*; Chapters 4 and 5  
*Hitler's Furies*; Chapters 6 and 7 and Epilogue | Group Discussion board  
500-word Reflection Paper #2 |
| Week 4: February 10th | Who were the Nazi women? What did they do? | *Hitler's Furies*; Chapters 4 and 5 | Group Discussion board  
500-word Reflection Paper #2 |
| Week 5: February 17th | The Unique Experience for Jewish Women in the Holocaust  
Jewish Women in the Ghettos, Jewish Women, Resistance, and Gender | *Women in the Holocaust*; Introduction and Part 1: Before the War  
*Women in the Holocaust*; part 2 and 3 | Group Discussion board  
Denial paper due Saturday February 29th |
| Week 6: February 24 | Jewish Women in Labor Camps and Concentration Camps and the role of Gender in Holocaust Studies | *Women in the Holocaust*; part 4 (chapters 15-21) | Group Discussion board  
500-word Reflection Paper #2 |
Week 7: March 2nd

The story of painter Charlotte Salomon

To Paint Her Life; prologue and Part 1 and video (text provided by instructor)

Group Discussion Board

500-word reflection paper# 3

Grading:

Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the table below. The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course.

Grading Scale

<table>
<thead>
<tr>
<th>Percentage Grade</th>
<th>Letter Grade</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>80-89%</td>
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<tr>
<td>70-79%</td>
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<td>1.0</td>
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<tr>
<td>0-59%</td>
<td>F</td>
<td>0.0</td>
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</tbody>
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Academic Standing and Integrity:

Academic Integrity

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations
pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) (available through the Dean of Students Office) may result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others." ("Academic Standing," for more information, please visit http://academics.utep.edu/Default.aspx?tabid=61879&submenuheader=1)

Plagiarism

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Special Needs

If you have a disability and require special needs classroom accommodations, please contact The Center for Accommodations and Support Services Monday through Friday 8:00a.m. - 5:00p.m. at the Union East Room 106. You can also reach the center by phone at (915) 747-5148 or by email: cass@utep.edu.
How to Write a Reflection Paper

**Reflection Papers**

Over the course of the semester, you will be required to submit three 500-word reflection papers. The reflection papers can focus on course reading, course film, and/or classroom discussions.

Here are some great tips on writing reflection papers from [http://www.iirp.edu/](http://www.iirp.edu/)

A reflection paper is not a summary of the course readings or a stream of conscious mind dump on paper.

1. A reflection paper is your identification of the main themes of the readings integrated with your classroom experience and how both affect your thinking and practice.
2. A reflection paper is your chance to add your thoughts and analysis to what you have read and experienced.
3. A reflection paper is meant to illustrate your understanding of the material and how it affects your ideas and possible practice in future.
4. Begin by jotting down some of the reading material and class experiences that stand out in your mind. Decide why they stand out to you.
5. It may be helpful to use the restorative questions to generate some of your thoughts and feelings about the course experience.
6. Using the first person singular ("I"), relate the readings and classes to your previous knowledge and experience.
7. Consider if and how what you have read and learned changes your thinking and might affect your practice in both personal and professional situations.
8. Review the readings and class notes to be sure you’ve included all the relevant information you can and made all the connections you can.
9. Give your reflection paper structure with an opening paragraph, main body, and conclusion.
10. It may be helpful to write the body of the paper first by using Steps 4-7, and then decide what your opening paragraph should say. The opening paragraph may be brief, only a sentence or two, but it should offer some overall statement of your perspective based on what you've learned (e.g., Before I read the articles for YC/ED 501, I had never considered that I was an authoritative supervisor, that is, someone who gives my staff firm direction but little support.). Then you could go on to describe which readings or class experiences affected your thinking and why. You could disagree with some of the readings or ideas. The conclusion of your reflection may also be brief (e.g., I realize that I must learn how to be more supportive to get the best from my staff.). Or it could be uncertain (e.g., I don’t agree with everything I learned but I am going to consider using some of the practices in future to see if they change my office environment.).

DO NOT FORGET TO CITE SOURCES! Reflection papers are not research papers, but the laws of academic integrity and honesty require that you cite all ideas that are not your own original work.